IPOTS frm Summer 2010 class

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Bianca Burton **Carousel** **Charts (or Gallery Walk)**:

For this IPOT you will need the following:  3-5 posters put on walls, markers, and a whistle/buzzer (optional).

Students will rotate in groups of 3 or 4 and write responses to a prompt written on each chart.  The teacher can signal when it is time to rotate (about 1-2 minutes at each chart) by using a whistle, buzzer, or by orally giving the command to "Switch!"  For example, in a beginning or intermediate level ESL class, the teacher can have students brainstorm adjectives to describe a "scary thunderstorm" using the five senses as prompt guides on each carousel chart.  Carousel Charts can be used with all grade and language proficiency levels, and in all content areas.

Rhonda Gregg **Superhero Card on Back**

I will use this IPOT to teach Superlatives to Middle School ESL students. To begin, I will remind students what superlatives are and how they are formed. I will place a list of adjectives on the board with a list of superheroes that go with the adjectives, one for each student. I will then tape a picture of a superhero to each student’s back. Students will have to look at the list of adjectives on the board and ask the group questions with superlatives to determine who they are. For example, I will write adjectives such as strong, tall, young, and small on the board. The students will go around the circle one at a time asking, “Am I the strongest superhero?” If yes, he says, “I am Superman.” If he is not, the next person gets a turn. The process continues until every person in the circle has asked a question with a superlative and guessed their superhero identity.

This IPOT has a Language Objective of having students use correct interrogative syntax, and the Content Objective of understanding and correctly using superlative forms of adjectives. Pictures in file below:



Sally Brainard **Wheel of Knowledge**

Materials Needed:

1. a paper plate
2. a sheet of paper
3. markers/colored pencils
4. string (preferably yarn)
5. glue
6. scissors

How to Summarization: First, pick at least six higher order thinking questions that you would like your students to practice with before a quiz or test. On a round sheet of paper that you have cut out to match the center of the paper plate, have the students write the six or more questions on the paper. Make sure to tell the students to make it colorful so it is attractive to the eye when the students begin to utilize the knowledge wheel. Next, punch a hole in the center of the plate and feed the string through. Tie a knot so that the wheel spins freely when pushed. You may cut out an arrow and glue on the string to show which question the student needs to answer when prompted. This is a great review game for all ages. Other Uses?If you have older students and more answers need to be answered, you can number the places on the paper plate and have the questions for that number posted in the classroom. You can do up to thirty six numbers on the paper plate (or possibly even more depending upon the handwriting!

Jennifer Smith **Visualization**

2nd Grade Class, Reading

When learning about the comprehension skill of visualizing, I read a poem called “Spooky Things” to my students. They closed their eyes to visualize the scene while I read the poem several times. After reading, the students shared with a partner what they visualized. The partners then worked together to draw a picture that depicted their visualization. Spooky Things

I was playing in my backyard

* On the grass, beside the swing.
* I heard a strange and spooky sound
* And saw a spooky thing.
* My heart began to race a bit,
* My eyes grew very wide
* This is what I saw and heard
* The day I played outside.

Carol Prater **Pictionary Review**

**Objective:**

The students will be able to identify different characters and settings from the book The Pearl.

**Materials:**

Dry erase markers w/ erasers

Solo plastic plates or dry erase boards

Precut strips of paper with the characters and settings written on them.

Bowl/bag/plate etc to place folded pieces of paper on/in.

**Procedure:**

Divide students into groups of 3 to 5.One student will select a folded piece of paper from the bowl/bag etc. They will read the paper to themselves. Then they will draw the image on the plate as best as they can. The other members of the group will try to name if it is a character or a setting and then name say name of the character or setting from the story. The winner is the one who guesses first. Then that person selects a piece of paper and the game continues.

**Character: Kino; Character: Coyotito; Character: Juana; Character: The Priest**

**Character: Juan Tomas; Character: The Pearl Buyer/Dealer**

**Setting: Ocean Floor; Setting: House; Setting: Dealer's Office**

Laura White **Reader-Writer-Speaker**

The teacher divides students into groups of 3. Each group member is assigned a specific responsiblity (reader, writer, or speaker). The teacher should have pre-made tent cards with each responsibility written on one side and a visual of the responsibility drawn on the other side. (Ex. one side says reader, the other side has eyes or a book drawn on it.) Groups are given a text to read. These text selections can be the same or each group's can be different. The reader is the only one who reads the highlights or key points the teacher has asked for. The reader then tells the writer what to write out. The speaker then reports orally to the teacher or to the class as a whole. Once the session is complete, the students switch tent cards within their group and repeat the process with a different text.

Candace Hatcher **Pumpkin Bread Table top IPOT**

 Copy of Pumpkin Bread Poem

**Content Objective**: Students will identify descriptive words (adjectives) to describe pumpkin bread

**Language Objectives**:

Students will discuss pumpkin bread attributes with other classmates.

Students will write descriptive words.

Students will listen/read poem about pumpkin bread.

Activity: After reading a poem about pumpkin bread, the students will use adjective cue charts (with picture/visual cues) [www.speakingofspeech.com](http://www.speakingofspeech.com), to describe the qualities of pumpkin bread. Students will experience the taste and feel of pumpkin bread with hands on activity. Students will engage in tablecloth IPOT activity and write and/or illustrate responses.

Katie Terry  **Add to the Circle**

I use this IPOT with my students quite frequently. For this particular lesson, I used Add to the Circle to have students practice subject-verb agreement. However, the same activity can be used to practice verb tense, pronouns, and a variety of other grammatical concepts that can be tricky for ELLs. Since they are familiar with the activity and know how it works, I am able to use it for a quick supplemental activity to support scripted lessons and lessons in highly regulated subject areas. Sometimes I use it to introduce a concept, sometimes I use it to practice a concept, and sometimes I use it to review a concept.

For this particular lesson, I started by reviewing what a verb is – “it’s something that you do”- by singing a song with which my students are familiar. The song is a verb song by Dr. Jean. It has students act out the action words and gives examples that are and are not verbs. We then brainstorm verbs and list them on the board to eliminate apprehension about thinking of a verb to use while it is someone else’s turn. This is especially beneficial to the students with lower English proficiency and lowers the affective filter for those students who are “shy.”

Following the review and brainstorm, students get in a circle. One student starts the activity with “I \_\_\_\_\_,” filling in the blank with one of the action verbs on the board and pantomiming the verb (while remaining in his or her spot). The next student says, “He/she/name \_\_\_\_\_s; I \_\_\_\_\_\_.” The next student repeats what the first two said, then adds his or her own action verb using the same sentence stems. Continue following this process while going around the circle until the group makes it back to the starting point.

One thing to consider when planning this activity is irregular verbs. I think that this is a good, authentic way to allow students to discover irregular verbs for themselves and practice using them rather than trying to teach them the rules and exceptions in isolation. However, it is something to consider as the irregular verbs will not always follow a pattern like the other verbs in the circle do.

Ezell, Darlene **vocabulary scavenger hunt**

SEVERAL VOCABULARY WORDS WERE WRITTEN ON 5X8 INDEX CARDS AND ATTACHED AROUND THE ROOM. STUDENTS WERE GIVEN A CLIPBOARD WITH TWO COLUMNS FOR CHECKMARKS, THE WORDS AND THE DEFINITIONS. THEY WERE TO GO TO EACH WORD IN PAIRS AND THE PERSON WITHOUT THE CLIPBOARD WAS TO RECITE THE DEFINITION. IF THEY WERE CORRECT, A CHECKMARK WAS MADE BESIDE THAT WORD AND THE PAIR WOULD MOVE TO THE NEXT WORD. ONCE THE FIRST PARTNER HAD COMPLETED ALL OF THE WORDS CORRECTLY, THEY WOULD TAKE THE CLIPBOARD AND THE SECOND PARTNER WOULD GO TO ALL THE WORDS SAYING THE DEFINITIONS.

Janet Rogers **Brown Paper Bag IPOT**

You need one brown paper lunch bag and one small object (such as a bar of soap, a key, etc. or vocabulary items from any lesson) for each student. Students (with a partner or in small group) take turns describing the contents of their bag while other students have to guess the name of the object. Write names of the objects in bags on board to scaffold this activity. As an additional activity, students can write out their descriptions.

Variation:

Each group gets a bag and must come up with a story using all of the items in the bag. The groups take turns sharing the story with the class.